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| **COLEGIO COLOMBO BRITÁNICO**  Maths K  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** 3 HANDLING DATA, Organizing and recording data | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  **Visual**  Kinaesthetic  Auditive | **Style**  Prior Knowledge  Mastery  **Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **XFormative** Summative | | | |
| **Visual-Spatial**  Verbal-Linguistic  Kinaesthetic  **Logical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  **X** **Observation**  Performance Assessment  Process-focused  X **Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators**- ☑ Collects, records and organizes data on a bar graph. (ORGANIZING DATA) | | | | | | **Skills:** -thinking skills  -spatial awareness | | | | | |
| **Materials:** big square papers, markers | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Week 18 (Jan 17-21/11) | | | **Time:** 45´ | | |
| **Description** | | | | | | | | | | | |
| **Opening:**  In advance, read an article about all kinds of habitats.  Prior Knowledge: ask children where they think a habitat is and the kind of habitats they know. Then, show to children some pictures about main habitats that exist in the world. (Copies of habitats will be provided to each class) | | | | | | | | | | | |
| **Main Activity:**  Using the information collected (the living thing each child chose/favourite plant, animal, etc.), ask them for the place/habitat they think each one lives and invite them to record it in a **tally chart** first.   |  |  |  | | --- | --- | --- | | **City** | IIII | 5 | | **Water** | IIII II | 7 | | **Rainforest** | III | 3 | | **Grassland** |  | 0 | | **Desert** | I | 1 | | **Polar land** | II | 2 |   After recording the info in a tally chart, have them remember how to organise it, so that it would be easier to interpret. Have them check other bar graphs you have in the classroom.  **Ask** : is there a way to organise the information so that it would be easier to find out ... Which habitat does the majority of the living things live?  Which come in the second place?  Which habitat does none of the living things live? etc.  Then model how to plot the habitats data on a **bar graph**, for example:  **LIVING THINGS HABITATS**  **BAR-GRAPH**    **City Water Rainforest Grassland Desert Polar land** | | | | | | | | | | | |
| **Closing:**  The chn will conclude that the bar graph is a good way to organise information, compare it and contrast it easily. | | | | | | | | | | | |